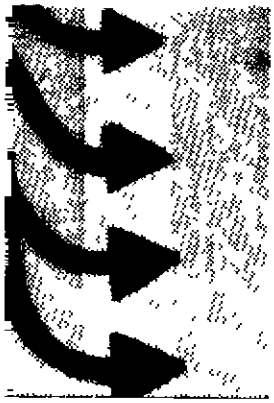

RESTABILIZING HIGHER EDUCATION

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

DECEMBER 1993 COMMISSION REPORT 93-23

Summary

California's public colleges and universities have been confronted by an unprecedented challenge over the past three years a $1 4 billion loss in State support No amount of planning or identification of potential efficiencies on the part of these institutions could have compensated for that loss, and -- as a consequence -- a variety of institutional operations have suffered

In this report, Warren Halsey Fox -- the California Postsecondary Education Commission's executive director -- briefly identifies the State's fiscal situation that produced this challenge for higher education and then discusses the current impact and future implications of the challenge on students -- both current and prospective -- in terms of access, affordability, educational equity, academic programs, and educational quality He then points to four responsibilities of the State's political leaders, and five of public college and university policymakers, for restabilizing higher education in order to continue serving the State's economy and its citizens

Dr Fox discussed this report with the Commission at its meeting on December 6, 1993 Comments on the report may be addressed to Dr Fox at the Commission's offices, 1303 J Street, Suite 500, Sacramento, California 95814-2938 Additional copies of the report may be obtained from that address or by calling (916) 445-7933

RESTABILIZING HIGHER EDUCATION

Moderating the Impact on California's College Students and the State's Future from Cutting State Support for Higher Education by $1.4 Billion Over the Past Three Years

Report of the Executive Director of the California Postsecondary Education Commission

December 1993

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

POSTSECONDARY EDUCATION COMMISSION
CALIFORNIA

COMMISSION REPORT 93-23
PUBLISHED DECEMBER 1993

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RESTABILIZING HIGHER EDUCATION

Moderating the Impact on California's College Students and the State's Future from Cutting State Support for Higher Education by $1.4 Billion Over the Past Three Years

Many are familiar with the reasons for California's current budget crisis -- among them

- A sustained and stubborn recession, resulting in a loss of some 836,000 jobs and an unemployment rate of 9 8 percent as of this past October,
- A diminished tax base as a result of voter initiatives such as Propositions 13 and 4,
- And an increased demand for State services along with a shrinking tax base, in large part because the fastest growing sectors of California's population are the young and the old -- the so-called "tax users," while the proportion of "tax provider" working adults has been diminishing

And at least some Californians know the major reason why California's public colleges and universities are suffering a particularly severe budget crisis a rigid State budgetary structure that allows the Governor and Legislature to allocate only 15 percent of the State budget, with higher education competing along with other unprotected government operations for its share of that small portion of the General Fund budget

But not many Californians know the extent of the cuts in State support to higher education over the past three years a drop of nearly 25 percent -- from $5 5 billion in 1990-91 to less than $4 2 billion in the current year, or nearly $1 4 billion None of the State's three public higher education systems has been immune from these reductions, as Display 1 indicates The California Community Colleges received

DISPLAY 1 *State General Fund Support for California's Public Systems of Higher Education, 1990-91 and 1993-94, with Dollars in Thousands*

Educational System	1990-91	1993-94	Change	Percent Change
California Community Colleges[1]	$1,734,870	$ 878,040	-$ 856,830	-49 4%
The California State University	1,653,399	1,483,244	-170,155	-10 3%
University of California	2,135,733	1,794,152	- 341,581	-16 0%
Total	$5,524,002	$4,155,436	-$1,368,566	-24 8%

1 In 1993-94, the California Community Colleges received $783 million in local tax revenue and loans that are not included in this display

Source California Postsecondary Education Commission staff analysis

49 4 percent less in State General Fund support in 1993-94 than in 1990-91, with part of this drop compensated for through $419 million in "prepayment loans" from the State and by $364 million in local tax revenues, the California State University received 10 3 percent less, and the University of California, 16 0 percent less At the same time, institutional costs were increasing, including library acquisitions, equipment, heat, electricity, and consumable supplies, and workload growth that occurs naturally each year

The reduction in General Fund support for the Community Colleges has shifted a larger financial burden to local jurisdictions that are already feeling the impact of scarce resources This shift to local tax revenues has also been accompanied by loans from Proposition 98 funds and increased fees General Fund reductions have had a greater effect on the California State University and the University of California and the fees they charge their students, which are increasing at dramatic rates, in part to preserve access and quality and in part to augment financial aid These actions have reduced the immediate financial impact of the $1 4 billion General Fund reduction, but the continuing environment of scarcity has not only already had a negative impact on both students and campuses but will continue into the next decade unless higher education is restabilized

What impact has this loss of State revenue had on today's students -- and what implications does it have for future students and on the viability of higher education to fulfill its missions that are vital to California's future prosperity?

The next five sections of this report answer that question in terms of student access, affordability, educational equity, academic programs, and tangible and intangible aspects of quality These five aspects are intended to form a wholistic picture of the impact of budgetary reductions on California's college students

Student access

The extent to which students have access to college needs to be viewed from at least two perspectives actual and projected enrollments

Current enrollments

The primary indicator of access to higher education is the number of students enrolled in colleges and universities, and the evidence indicates that the Community Colleges and State University educated significantly fewer students in 1992-93 -- the last year for which enrollment information is available -- than in 1990-91, when the State's current fiscal crisis began Display 2 on the opposite page shows the enrollment in each of California's three public higher education systems in those two years As can be seen, the Community Colleges lost 8 4 percent of their student body, and the State University 5 8 percent In contrast, the University of California was able to maintain a steady enrollment level during this time period, with less than a half-percent decrease In total, nearly 139,000 fewer Californians were attending the State's public colleges and universities in 1992-93 than two years previously -- despite the fact that the number of college-age Californians increased

DISPLAY 2 *Total Headcount Enrollment in California's Public Systems of Higher Education, 1990-91 and 1992-93*

Educational System	1990-91	1992-93	Change	Percent Change
California Community Colleges	1,394,563	1,277,945	- 116,618	-8 4%
The California State University	369,053	347,693	- 21,360	-5 8%
University of California	166,547	165,804	- 743	-0 4%
Total	1,930,163	1,791,442	- 138,721	-7 2%

Source California Postsecondary Education Commission staff analysis

By itself, this decrease in the number of students enrolling in California's public colleges and universities should be cause for concern However, when the 1992-93 enrollments are compared to those that had been projected for that year, based upon previous trends, the trend becomes alarming

Projected enrollments

Display 3 compares each of the public higher education systems on actual 1992-93 enrollments and those projected for that year by the Demographic Research Unit of

DISPLAY 3 *Projected and Actual Headcount Enrollment in California's Public Systems of Higher Education, 1992-93*

Educational System	Projected Enrollment[1]	Actual Enrollment	Difference	Percent Difference
California Community Colleges	1,502,500	1,277,945	-224,555	-14 9%
The California State University	375,800	347,693	- 28,107	- 7 5%
University of California[2]	157,300	148,106	- 9,194	- 5 8%
Total	2,035,600	1,773,744	-261,856	-12 9%

1 Projections from the Demographic Research Unit, Department of Finance, 1990 Projection Series

2 Excludes health science enrollments

Source California Postsecondary Education Commission staff analysis

the Department of Finance in its 1990 Projection Series As can be seen, for each of the systems, actual enrollments were sharply below projected ones -- down 14 9 percent at the Community Colleges, 7 5 percent at the State University, and 5 8 percent at the University of California, with a combined discrepancy of 12 9 percent between actual and projected enrollments, or nearly 262,000 students The severity of this situation is illustrated in this statement from the State University in its support budget presentation for 1993-94 (p 10)

> In spite of increasing demand, CSU's enrollment has declined more than 30,000 FTES (approximately 42,000 to 45,000 individual students) over the past two years! The CSU hasn't served as few as 247,000 FTES since 1985

Based on preliminary information from the systems, this downward trend is continuing, although the precise amount will not be known until later in this academic year

Future implications

These enrollment trends raise critical questions about the number of today's students who were expected to be pursuing higher education in California's public institutions and are not doing so Some may have enrolled in independent institutions, and some may have enrolled out of state -- but certainly not all of them Exacerbating this concern is the impending arrival of "Tidal Wave II" -- as President Emeritus Clark Kerr of the University of California calls the arrival at college age of the grandchildren of the Second World War GIs By 1997, the number of students seeking to enroll in California's colleges and universities will begin to expand significantly, and by 2005, the Commission estimates that up to 700,000 more Californians will be intending to pursue higher education than did so in 1990 -- despite recent estimates by the Demographic Research Unit of lower enrollments into the twenty-first century than it had earlier projected

If California's public colleges and universities are educating at least 139,000 fewer students today than at the beginning of the decade, and 262,000 fewer students are attending those institutions than had been projected, how will California be able to prepare sufficient numbers of the current group of potential students and those in Tidal Wave II to be the core of California's future workforce in the twenty-first century?

Affordability

The extent to which college attendance is affordable is a function both of the level of charges that student pay and the amount of financial aid available for those students who have a demonstrated need for that aid

Increases in student charges

In order to ensure maximum access, California long held that its college and university students should be charged low fees to permit and encourage their attendance Due to the State's fiscal challenges of the past several years and the need to find new revenues to replace those lost from the General Fund, its public colleges and universities have had to abandon this policy As a result, increases in student fees in California have skyrocketed over the past three years, as Display 4 shows -- although the fees still remain either less than or similar to those at comparable institutions in other states

Display 4 shows that the charges to students attending any California public college or university increased by nearly 85 percent, with the largest dollar-amount increase -- $1,830 -- occurring at the University of California and the largest proportional increase -- 290 percent -- occurring at the California Community Colleges, not counting the additional increase from a $50-per-unit fee for students who hold a bachelor's degree or higher

DISPLAY 4 *Systemwide Student Charges in California's Three Public Systems of Higher Education, 1990-91 and 1992-93*

Educational System	1990-91	1992-93	Change	Percent Change
California Community Colleges	$ 100	$ 390[1]	$ 290	290 0%
The California State University	$ 780	$1,440	$ 660	84 6%
University of California	$1,624	$3,454	$1,830	112 7%

1 Assumes the student enrolls fulltime in 15 units for the entire academic year
Source California Postsecondary Education Commission staff analysis

These higher fees have forced the State and its public systems of higher education to abandon -- at least in practice -- their long-held principle of "tuition-free" education, since student fees are now being used to support instruction and instructionally-related activities that were previously agreed to be the responsibility of government

Availability of financial aid

Because of these fee increases, fewer Californians than before are able to pay for their education without some type of financial assistance For example, at the State University, the number of students needing and receiving aid grew from 95,352 in 1990-91 to 110,000 in 1991-92 -- an increase of 15 4 percent -- at a time when the number of undergraduates decreased by 5 8 percent Among the consequences of this situation are the following

- The State increased funding for its "Cal Grant" programs, designed to assist students with demonstrated need to attend either independent or public colleges or universities, by $44 million between 1990-91 to 1993-94, but only one in five students eligible to receive a Cal Grant did so in 1992-93 -- down from one in four at the beginning of the State's current fiscal downturn The additional funds included in the 1993-94 State Budget for these awards are expected only to return the State to its one-in-four ratio, leaving unaided the other three of every four eligible students

- The amount of these Cal Grant awards, particularly for students choosing to enroll in independent institutions, has not kept pace with the cost of attendance -- a consequence of which is that students may perceive that their college choices are significantly limited due to their own or their parents' financial situation

- Significantly larger numbers of California's college students are dependent upon loans to finance their education The number of Californians borrowing to meet college costs increased by 6 8 percent (from 341,354 to 364,421) between 1990-91 and 1991-92, and the amount of loans increased by 8 2 percent (from $1 2 billion to $1 3 billion) from 1990-91 to 1992-93 With tuition and student fees continuing to rise, the likelihood is high that both the number of borrowers and the dollar amount of their loans will continue to increase for the current academic

year -- meaning that at least some students may perceive that their career choices are constrained by their loan indebtedness

- Students are gainfully employed longer hours in order to pay the cost of college attendance -- resulting in some students taking longer time to earn their degree

- All systems of California higher education have dedicated substantial portions of the revenue generated from their student charges to augment their institutional financial aid budgets In particular, the independent institutions nearly doubled the percentage of their institutional budgets allocated for financial aid between 1989-90 and 1992-93 The State University's budget for State University Grants has climbed to nearly $80 million this year from $14 5 million four years ago in order to assist needy students to enroll on its campuses, but of this year's amount, the State provided only $20 million The remaining $60 million came from additional revenue resulting from student fee increases And the University of California, since 1991-92, has tried to provide enough funding for financial aid to cover the fee increases for needy students, with a total financial aid budget of currently $156 4 million -- an increase of $33 million in just the last year alone However, in all educational sectors, the funds available for financial aid purposes are inadequate to meet the need created by rising tuition and student fees

Future implications

Both the Trustees of the California State University and the Regents of the University of California have proposed student fee increases for 1994-95 on the assumption that State revenues will continue to be insufficient to support their systems Unless and until State support is increased, the trends in student charges shown in Display 4 will continue, although the magnitude of the proportional change may lessen On the other hand, the availability of financial aid -- the equally or more important component of affordability -- is unlikely to keep pace with increases in student fees One consequence of this likelihood is that college students will continue to borrow more and undertake more part-time work A more deleterious consequence, however, may be that attending college in the future will be an option available only to two groups of individuals (1) those who have sufficient discretionary income to finance totally their own educations, and (2) those who are from such impoverished economic circumstances that they are eligible for full financial assistance -- a group that traditionally has not attended college in large numbers

If California continues its current course of raising student fees without adequate amounts of financial aid to compensate for these increases, how will it be able to ensure economic and social mobility for Californians from all economic backgrounds through a college education that provides multiple benefits to the State?

Educational equity

Efforts at educational equity seek to ensure that colleges and universities include students, faculty, and staff that reflect the diversity of the State in terms of socioeco-

nomic status, gender, racial/ethnic background, disability, and geographic location Equally important, these efforts seek to ensure that the teaching/learning process, campus climate, and institutional services promote the educational success of all students, especially those from backgrounds historically underrepresented in higher education

Current progress

Because reliable data are unavailable on the socioeconomic status of California's students, the State has no way of knowing if its educational equity efforts are increasing the proportion of low-income youth attending college, but despite the fiscal constraints of the State and higher education, the evidence is encouraging that progress is being made in the enrollment of other categories of previously underserved students

Gender Women have traditionally held an edge in enrollments except at the advanced graduate-degree level, but even this is changing At both the undergraduate and graduate level, the proportion of women has remained virtually constant since 1990 Display 5 shows the change for women at the undergraduate and graduate levels between Fall 1990 and Fall 1992, as well as that for students with disabilities and students from various racial/ethnic backgrounds

Disability In terms of the number of students with disabilities who sought services through campus programs for such students, in all three public systems the number and proportion increased since 1990 -- continuing a trend beginning prior to the State's economic downturn

Racial/ethnic background. With respect to the racial-ethnic background of undergraduates in the three systems, in general, the *percentage* of undergraduates from traditionally underrepresented backgrounds in each of the systems increased or remained stable during this time period -- with the exception of Black students at the University of California -- and the proportional gains for Latino students in some instances over this short time period was impressive On the other hand, the *number* of Black undergraduates in each of the systems either remained constant or decreased, and the number of Native American students in the community colleges declined slightly, while the number of Latino students increased in all systems The inference that can be drawn from these figures is that Black, Latino, and Native American students were not disproportionately affected by the enrollment declines experienced by the systems, but the decrease in the number of Black students in California public higher education needs further examination

An analysis of the freshmen classes in the three public systems during this same time period reveals similar results That is, in general, the percentage of Black and Latino students rose, but the number of these students tended to decline At the transfer level, however, the trend changed While both the numerical and proportional representation of Latino transfer students to both university systems increased, the number of Black students who transferred to the State University declined as did their representation in the transfer classes at both public universities

DISPLAY 5 *Students in California Public Higher Education by Gender, Disability Status, and Racial/Ethnic Background, Fall 1990 and Fall 1992*

Student Attribute	Year	California Community Colleges[1] Number	California Community Colleges[1] Percent	The California State University Number	The California State University Percent	University of California Number	University of California Percent
WOMEN							
Undergraduates	1990	664,425	55 5%	155,687	52 9%	62,646	50 4%
	1992	644,892	56 4	147,566	53 2	62,599	50 4
Graduate Degree	1990	NA	NA	22,668	57 1	18,203	43 1
Candidates	1992	NA	NA	23,833	57 0	17,927	43 1
UNDERGRADUATES	1990	52,482	3 8%	7,995	2 2%	3,773	2 3%
WITH DISABILITIES	1991	60,830	4 8	8,968	2 6	4,109[2]	2 5
RACIAL/ETHNIC GROUP							
Asian	1990	91,433	7 6%	37,121	12 6%	25,093	20 2%
	1992	108,712	9 5	36,483	13 2	29,265	23 6
Black	1990	87,106	7 2	16,665	5 7	5,622	4 5
	1992	85,812	7 5	16,681	6 0	5,053	4 1
Filipino	1990	33,842	2 8	10,226	3 5	4,270	3 4
	1992	37,778	3 3	10,497	3 8	4,414	3 6
Latino	1990	176,391	14 6	35,658	12 1	14,191	11 4
	1992	204,400	17 8	39,676	14 3	15,204	12 2
Native American	1990	14,932	1 2	2,716	0 9	1,206	1 0
	1992	13,005	1 1	2,719	1 0	1,248	1 0
White	1990	669,884	55 6	162,104	55 1	65,549	52 7
	1992	580,859	50 8	139,177	50 2	59,337	47 8

1 Figures for students enrolled in for credit courses

2 1991 was the last year for which information was available

Source California Postsecondary Education Commission staff analysis

Future implications

Despite these somewhat positive trends, clearly enhanced efforts are required if campuses are to reflect the racial-ethnic composition of the State's population or the high school graduating class Moreover, these outcomes undoubtedly evidence the effectiveness of educational equity programs in motivating and preparing more students from backgrounds historically underrepresented in higher education to pursue educational goals beyond high school Unfortunately, these programs remain among the most vulnerable in difficult fiscal times, at least three of the most successful of these efforts -- (1) Alliance for Collaborative Change in Education in School Systems (ACCESS), (2) the California Academic Partnership Program (CAPP), and (3)

the California Student Opportunity and Access Program (Cal-SOAP) -- have experienced modest, but unfortunate, reductions that affect the number of students served and the intensity of services that they can provide to precisely those students with whom the schools have been least successful

- ACCESS estimates that it is "directly reaching 1,000 fewer students now than we were four years ago because of budget reductions" (Jordan, 1993, p 2)
- The CAPP statewide director indicated that "conservatively estimated, the reduction in CAPP funding means that between 200 to 500 students per year will not be served by comparable programs at two school sites" (Young, 1993, p 2)

Given that pre-college educational equity programs reached about 9 percent of the students statewide from backgrounds historically underrepresented in higher education, any decline in the number of students being served -- especially when remembering that these students come from the fastest growing groups in the State -- has serious and negative implications for the future

Once enrolled, students from backgrounds historically underrepresented in higher education often participate in programs whose purpose is to assist them in accomplishing their educational objectives The fiscal situation has impacted these programs in myriad ways

- Because over 80 percent of Black, Latino, Native American, and low-income college students begin their higher educational careers in community colleges, the transfer function is exceedingly important to educational equity efforts Both the State University and University report that *existing* transfer agreements between their campuses and community colleges are being honored presently, but activities involved in developing additional agreements have reached a virtual standstill While other processes and activities exist for strengthening this function that may be as effective or more so than these agreements, the halting of the establishment of new agreements as the result of the fiscal situation will not improve opportunities for students from backgrounds historically underrepresented in higher education to earn a baccalaureate degree
- At the State University, Educational Opportunity Program Grants that assist low-income students to finance a college education have been reduced, on average, to less than half their legislatively authorized level of $2,000 per year A consequence of this decrease in grant availability may be that these students will encounter difficulty earning their degrees in the future -- a most unfortunate outcome given the progress that has occurred to date at the State University with respect to the increasing proportion of its graduating classes who are from backgrounds historically underrepresented in higher education At the University, the budgets for grants to students from backgrounds historically underrepresented in higher education -- known as "Student Affirmative Action grants" -- have remained constant during the fiscal crisis
- Campuses in the State University and University report that support services have

been reduced When staff vacancies occur, positions have been left unfilled which, often, results in a void in services to specific populations of students Moreover, staff have been encouraged to reduce their time base -- a consequence of which is that contact with students decreases

- The University reported that "funding for student support services was reduced significantly, affecting services at all eight general campuses As an example, all campuses reported a chronic shortfall in funding for services to students with disabilities" Because students with disabilities are one of the populations on campus most in need of special services and equipment and a group that is growing at a faster rate than the undergraduate population in general, the reduction in these programs places these students in serious jeopardy of being unable to achieve their educational objectives, as well as placing the campuses in potential violation of the Americans with Disabilities Act

In summary, the impact of the budgetary reductions on educational equity programs that assist students from backgrounds historically underrepresented in postsecondary education to prepare for, and be successful in, college have yet to be evident in terms of student enrollments, as Display 5 illustrates However, if these reductions continue, they bode poorly for the future in that previous history and demographic trends strongly suggest the following scenario more students from backgrounds historically underrepresented in higher education are enrolled in our schools than ever before, the schools have traditionally been less effective with students from Black, Latino, and Native American communities as well as students with disabilities or from low-income backgrounds than with other students, pre-college educational equity programs have demonstrated their effectiveness in preparing these students for college, but budget reductions are constraining their services, fewer of these students will enter our colleges and universities, and, of those who do, fewer services will be available on campus to assist them to achieve their educational goals and, subsequently, graduate from college

If the current resource contraction continues, how will higher education be able to educate precisely those students upon whom California is dependent to participate productively in its future economic, social, and political life?

Academic programs

The impact of the budgetary reductions has affected academic programs in at least two ways the courses offered and the faculty who teach them

Course offerings

Although all three public systems have attempted to insulate their academic programs from budget reductions, they have, not surprisingly, been unsuccessful because the overwhelming majority of resources on a campus support instruction The community colleges reduced the number of classes by approximately 13,000 across the system over the last three years due to budgetary constraints. Unfortunately, often these campus-based decisions are made exclusively on the basis of a cost-

effective analysis, with little attention focused on the present or future local or statewide needs In an excerpt from a draft of its Annual Report on Curriculum, 1992-93, the Chancellor's Office describes the situation as follows

> As the population of the state comes close to doubling over the next few decades, and as over half of current workers retire, California's need for teachers, health professionals, engineers and technicians, and qualified auto mechanics and repair persons in all trades, etc will skyrocket Yet it is precisely these fields, *all of them*, that are at risk in the current climate as colleges seek to serve as many students as possible with as few dollars as are available Colleges are thus forced to look first at such programs when they must cut budgets, as it is in these programs that they can gain the most cost savings while disrupting the fewest numbers of students Thus it is that regardless of how critically necessary that occupation may be, how successful have been the students graduating from that program, how great future demand will be for graduates, and how many students are anxious to enter that field, that program can still be among the first to be cut (p 1-2)

At the State University, 7,500 fewer course sections were offered in Fall of 1992 than in the Fall of 1990 Because of the smaller number of classes, the student-faculty ratio increased from 18 4 in the 1990-91 year to 20 4 in the 1992-93 year -- a ratio that is among the highest of its comparison institutions nationally

At the University, the number of students in some courses has risen precipitously For example, a common occurrence on the San Diego campus in upper division courses is that they now have 50 more students in some classes than previously and some Introductory Biology classes on the Los Angeles campus have grown from 300-400 undergraduates to 1,000 students On the Riverside campus, at least fifty qualified teacher credential candidates were denied admission to the School of Education because of lack of resources for teacher education supervision In California, where serious teacher shortages already exist and are expected to grow yearly, the inability to admit qualified candidates to teacher education programs is counter-productive to the State's immediate and long-term needs On the other hand, the University has striven to ensure that courses needed for graduation are offered so that students are able to complete their requirements on a timely basis

In general, the fiscal crisis has caused campuses of the University to review their academic programs with the anticipation that "there will likely be reduction, consolidation, or elimination of some programs while other programs are strengthened" Already, campuses of the University have proposed or initiated actions that would realign aspects of their academic programs The University reports that

> UCLA proposes to realign several professional programs and UC Berkeley has suspended admission to its programs in Library Science, pending further review Berkeley is reviewing the foreign language departments for reorganization, UC Davis plans to close its Department of Geography and

has instructed the Graduate School of Management to move toward financial self-support, UC San Diego plans to postpone development of its School of Architecture

Faculty

In the process of making decisions about which classes to eliminate and which programs to consolidate or discontinue, faculty shortages -- planned and unplanned -- occurred at an alarming rate and with unpredictable outcomes At the State University, the system's workforce was reduced by over 5,000 people, with the faculty ranks reduced by 2,450 full-time equivalent positions, although no tenured faculty were released However, in most cases, little possibility exists that these positions will be replaced and, consequently, little opportunity exists to diversity further the faculty or to replenish and acquire the new expertise necessary to keep pace with curricular and teaching innovations

At the University, the offering of two early retirement programs reduced the University workforce of faculty and staff by 4,000 and this year's program is expected to result in significantly more faculty retirements While the number of faculty who accepted the early retirement offers may have been expected, the distribution of acceptances across academic disciplines was not fully anticipated On some campuses, departments and specialties within departments were virtually eliminated without the intention to do so For example, one-fifth of the Berkeley mathematics faculty accepted the early retirement offer and Davis' Studio Arts program lost most of its senior faculty Moreover, over 100 faculty positions on both the Berkeley and Davis campuses remain unfilled, while over fifty positions will not be filled on the San Diego campus Therefore, as a consequence of both the budgetary situation and the University's response to it in terms of the early retirement programs, the faculty ranks have been diminished considerably and unevenly on campuses and within the system

Future implications

While the impact on current academic programs may be cause for alarm, the consequences of decisions being made at present with respect to academic program planning have serious implications for higher education in the future The State University and University both report that there is a lessening of efforts to plan or initiate new programs In particular, the State University indicates that

- The number of new academic programs being proposed has decreased significantly over the last three years Three years ago, the twenty campuses requested authority to place 38 new programs on their Academic Master Plans, this year, that number shrunk to five
- Of the programs that are projected, nearly all of their implementation dates will be delayed by at least one year
- Only six new academic programs are under review currently at the Chancellor's

> Office for approval to move forward with their implementation plans, normally at this time of the year, the number would have been twelve to fifteen

In the previously referenced draft, the Chancellor's Office of the California Community Colleges states the case for California higher education in general (pp 2-3)

> Such sacrifices of the future to meet immediate exigencies has yet another more hidden cost In robotics, quality control, bio-technology, audio-technology, and graphics, including video production and desk top publishing, to name but a few, the community colleges have played a critical if little understood role in defining new occupations, identifying the job skills needed, designing curriculum precisely tailored to providing these skills, and gaining recognition for new certificates and degrees as the standard for employment in those fields This role has nonetheless been an essential component in the enormous competitive advantage California has enjoyed in the cutting edge currency of its workforce What must happen now to this advantage?

Therein lies the nature of the current dilemma facing all of California higher education

If academic programs are discontinued, suspended, or fail to be initiated solely on the basis of fiscal considerations, then how will California higher education be able to fulfill the State's need for a workforce trained to lead and compete in a technologically advanced global economy?

Educational quality

In many ways, quality in higher education is the composite of all aspects of the institution, at least as it relates directly to the educational process itself Quality is inextricably linked to the issues explicated earlier in this report, such as affordability, educational equity, and academic programs Additionally, because of its multi-faceted nature, discussion is restricted here to those illustrative aspects of quality for which there is information available at present, rather than attempt to survey the entire landscape for measures of quality

The current situation

The fiscal crisis of the last three years has affected the quality of California higher education in myriad ways

Recruitment and admissions The process by which prospective students learn about, and are admitted to, specific campuses has changed as a function of budgetary reductions High school recruitment visits have been curtailed which may inhibit prospective students and their families from making informed decisions about college In addition to fewer activities, the services are becoming more dependent upon automation -- such as voice-mail which may be more efficient but may influence the extent to which the campus is perceived by prospective students as inviting and hospitable Moreover, staff reductions have resulted in a slowing of the processing

of admissions applications and, according to the State University, a lost opportunity for some newly admitted students to take advantage of early registration The long-term consequences of these reductions are unknown at this time, but it is likely that fewer prospective students will choose to enroll at campuses of which they are unaware or perceive to be impersonal, and, those that do enroll may be delayed in graduating due to an inability to register for classes in a timely manner

Program review Until now, on a periodic and regularized basis, all existing degree programs have been reviewed to assess and make recommendations, if appropriate, to enhance their quality In this constrained budgetary time, these processes became vulnerable As the State University explains (1993a, p 2)

> some campuses postponed the customary periodic program reviews that were scheduled for 1992-93 One campus reported that reviews were postponed because the budget did not permit resources to be devoted to reviewing programs Concerns about the quality of existing programs are sparked when campuses either cannot afford to review programs or cannot afford to make needed changes identified in the program reviews

Clearly, a consequence of foregoing existing program review processes is that we place in jeopardy the capacity to assure that students are enrolled in quality degree programs

Class size In the previous section, increases in class size were discussed with respect to changes in academic programs Another result of growth in the size of classes is that the opportunity for individualizing instruction is lost, or severely diminished A consequence of this lost opportunity is that students whose learning styles are at variance from the traditional mode are hindered from receiving the individualized attention that they may need to achieve their educational objectives

Academic support programs. Because all systems have insulated, to the extent possible, their academic programs from budgetary reductions, other activities on most campuses have absorbed disproportionate reductions In particular, learning and tutorial centers have been forced to curtail services both in terms of numbers of students served and intensity of services provided When these reductions are coupled with the diminished opportunity for faculty -- due to class size increases -- to individualize instruction, the consequence is evident students who need supplemental assistance to succeed in college receive less of this support, an outcome that may affect students from backgrounds historically underrepresented in higher education disproportionately

Student services· For those students who do enroll, traditional services that contributed in the past to their development have been curtailed or eliminated Among those are academic advisement, health services, career planning and placement, psychological services, and other student-centered activities Additionally, many campuses have reduced the number of hours that financial aid office staff are available to assist and counsel students, although the number of students seeking financial assistance as a means to afford college has grown precipitously over the last

three years The likely consequence of these service reductions may be that students, particularly those that are newly admitted, will have increasing difficulty obtaining the support -- financial and otherwise -- that they need to make progress toward their educational objectives

Library accessibility Libraries are one of the mainstays of the higher educational enterprise, as they often are the repositories of the knowledge that students are expected to learn Not only have the resources to support *new* library acquisitions been depleted, but campuses have cancelled existing subscriptions to journals and periodicals Moreover, the accessibility to libraries has decreased in terms of operating hours -- often by as many as seven to ten hours per week on some University of California campuses, for example A consequence of both reductions in the available volumes and operating hours may be that the time it takes students to achieve their educational objectives lengthens and the extent to which they graduate with "State-of-the-Art" expertise diminishes

Equipment Alluded to earlier, programs that require substantial investment in equipment are often vulnerable in this budgetary climate, yet are often the very programs that educate students for "cutting edge" occupations Moreover, the availability of suitable equipment is an important aspect of educational quality, as described by the State University (1993b, p 4)

> although postponing the purchase of instructional equipment may save jobs in the short run, in the longer term the lack of appropriate instructional equipment affects the quality not only of technical and laboratory based disciplines that are equipment intensive, but many other degree programs which have become increasingly dependent upon the availability and use of computers and related hardware Quality is impacted when students are denied the opportunity to work with the modern tools and equipment which potential employers in business, industry, and education expect them to be familiar Laboratory instruction accomplishes its objectives best only when students have access to reasonably up to date equipment that is fully operational Distractions caused by equipment that is archaic, inoperable, or intermittently operable waste the time of students and faculty, and interfere with the instructional process

The size of this challenge is enormous and the consequences of not meeting the challenge larger the community colleges estimate their needs for instructional equipment at $200 million for the 1993-94 year, the State University puts its figure at $250 million, and the University computes that it needs $100 million to replace instructional equipment in order to ensure the quality of its educational programs

Facilities While the appearance of a campus may arguably not be a dimension of quality, the safety of the campus' physical plant assuredly relates to the institution's quality Campuses in all three public systems have deferred maintenance in order to support instructionally-related activities At some point, however, the maintenance deferred must be attended to or it becomes a safety issue The University, for ex-

ample, indicates that nearly $350 million of deferred maintenance exists on its campuses, of which $140 million is critical and could endanger the safety of its students, faculty, and staff For this year alone, the State University estimates its deferred maintenance costs at $285 million and the community colleges place a $90 million price tag on their costs in this area

Another dimension of facilities is adequate space available to meet instructional needs Setting aside the demonstrated need to launch new campuses to accommodate the students in Tidal Wave II, existing campuses are running out of instructional space The longer that California delays attending to this aspect of quality, the more students' opportunities to learn will be impaired

Campus morale: The fiscal situation facing California higher education has affected not only specific programs and services but the intangible of campus morale -- an integral aspect of quality Students find it more difficult and costly to negotiate their path toward achieving their educational objectives and faculty and staff fear for their jobs and those of their friends The impact of this budgetary situation on these intangibles is difficult to document but it is unlikely that they are conducive to high morale, civility, collegiality, or a willingness to *always* place the education of students at the forefront of the campus agenda -- an irrefutable and essential aspect of educational quality

Future implications

Throughout this section, the short-term impact on quality is described In the long run, the implications increase in seriousness

- Students who have the potential and incentive to pursue a college education will not do so unless our campuses can inform them about their opportunities, respond to their inquiries in an inviting manner, and process their applications in a timely fashion
- Students will be limited in their educational pursuits unless they can receive the instruction, advisement, and personal support they need -- both inside and outside of class -- to take full advantage of campus programs and facilities
- Students will exit our colleges and universities without skills, knowledge, and competencies that are current and the private sector will need to invest heavily in these students' retraining unless our institutions can hire and retain sufficient numbers of competent faculty to teach courses, can purchase proper equipment, and can maintain well-stocked and well-staffed libraries
- Students will be dissuaded from pursuing further educational interests and opportunities unless they perceive that a learning environment can be stimulating and challenging and that they are welcomed as part of that environment

Taken together, the key issue with respect to educational quality in the long run is

If the budgetary reductions continue to diminish educational quality, then how will California higher education be able to teach skills and knowledge as well

as engender positive attitudes toward lifelong learning so needed if the State is to remain a leader in the future?

Responsibilities of political and higher education leaders for California's future

So far, this report has focused on the impact for California's present and future students of $1 4 billion less being spent annually by the State on their education Because of this lessening of State support, individual students may be forced to change their educational plans or their career goals or pay higher prices to pursue them In addition to these decisions that have personal ramifications for individual students and their families, woven throughout this report have been questions designed to remind readers that reductions of this magnitude have implications that transcend individuals for which there are long-term statewide consequences These statewide implications demand the attention of our policy makers -- both those publicly elected and those in higher education -- to ensure that California higher education is able to contribute to the State's future

Why is it essential that California have a strong higher educational enterprise in which the State's interests are served as well as those of individual students?

John O Wilson, executive vice president and chief economist for the Bank of America, gave a partial answer to this question in his presentation to the joint meeting of the governing boards of California's two public university systems in October of 1993 He quoted then Governor Deukmejian in stressing the centrality of higher education to California's economy (1993, p 1)

> Our colleges and universities not only confer degrees and prepare students for life, but they are world class centers for innovation and discovery in science, medicine, technology, agriculture, public policy and national defense Our colleges and universities represent the fundamental underpinning of our productive, private enterprise economy Without them California would become a second class state, with a second class economy

Mr Wilson then concluded his presentation by noting that

> Productivity accounts for one-half of the economic growth in California And the most important means for enhancing productivity gains in California are investments in basic research and education Without a world-class higher educational system, California is destined to become a second class economy (1993, p 8)

A second, equally compelling, answer to this question comes from A H Halsey of Oxford University and his colleagues who visited California in the spring of 1988 to analyze its educational system on behalf of the Organization for Economic Co-operation and Development In their report (1990, pp 14, 15), they wrote

> the burden of incorporation into a pluralistic society has to rest centrally on the integrative capacity of the educational system California may be the crucial and is certainly a fascinating test case of the capacity of an educational plan to unite a prosperous country

While California is less prosperous than when the OECD team visited it, the truth of his statement remains, and, as the Commission has noted elsewhere, this is a test that the State must pass

Taken together, then, California's economic, social, and political future is inextricably interwoven with the vitality, productivity, and effectiveness of its higher educational enterprise

Who, then, is responsible for ensuring that California higher education is vital, productive, and effective and fulfills its mission for the State and its promise to individual students?

Both the State's publicly elected officials -- including the Governor and legislators -- and higher education's leadership -- composed of the governing boards and chief executive officers of the educational systems, campuses, the Commission, and others -- have this responsibility By themselves, neither can ensure that California's higher educational enterprise will remain viable both to serve the State's needs and those of its students Rather, elected officials and higher education's leadership must work in concert, but each must take specific actions -- solely within their purview -- to fulfill this responsibility

Actions required of California's Governor and legislators

To fulfill their responsibilities, the Governor and legislators should take four initiatives

1 *Set priorities among competing services and interests:* Governor Wilson understood the need for making choices and setting priorities as he articulated his vision of preventative government in his first inaugural address (1991, pp 11-13)

> Now, more than ever, to lead is to choose And the choice that California must make-the choice that the people and their government must make-is to give increasing attention and resources to the conditions that shape our children's lives and California's future Prevention is far better than any cure Even those with vested interest in the status quo will not dispute this They will simply ask But surely, you don't propose new preventive programs at the expense of established remedial programs? That is exactly what we must propose Together, let us bring preventive government, wise enough to invest in children as well as infrastructure, determined to shift from the remedial to the preventive, from income maintenance to enrichment of individual potential, so that we may set the human spirit soaring, and never be content with warehousing its failure

Yet, the State is caught in a vice between growing demands and caseload-driven services and insufficient resources to accommodate those demands Nevertheless, the Governor and legislators must choose where to invest the State's resources -- be they shrinking or expanding -- in a way that communicates priorities rather than begging the question by allowing budgetary constraints to dictate all policies and

priorities In this way, the State's political leaders will have to make a critical determination of the relative and absolute importance that it places on higher education -- a determination that is the foundation for further actions by higher education

2 *Clearly establish expectations for higher education.* To that end, the Governor and Legislature should make explicit the goals that they hold for higher education and the student outcomes that they expect By so doing, the tendency for higher education to attempt to "be all things to all people" may be diminished somewhat, as one benefactor will have stipulated the goals which it considers important In this way, the assessment of higher education can occur against established benchmarks of performance, with consequences -- both positive and negative -- attendant to the assessment

3 *Develop means by which higher education can predict its State resource base in the future·* While the size of the reductions in State support for higher education would have been troublesome in any event, the speed with which they occurred has been devastating The Governor and Legislature need to stabilize the funding of higher education rather than using it to balance the budget, or as a pawn in the annual budget battles By the time that the resource base for the year has been set by the State, students have already made their decisions about fall enrollment, those immutable decisions, then, come into conflict with the campuses' ability to adjust rationally to, at least for the last three years, declining resources Irrespective of the adequacy of the resources, greater opportunity to prepare for revenue changes will assist our colleges and universities to accommodate enrolling students

4 *Make sufficient resources available to support accessible, affordable, and quality higher education for Californians:* At present, the economic downturn coupled with structural budgetary constraints have constricted the amount of State dollars flowing to higher education Alternatives with respect to resources are both limited and boundless

- Enhanced revenue could be generated,
- Structural barriers, such as Proposition 98 and caseload driven statutes, could be altered,
- A dedicated revenue stream for higher education could be enacted, and
- New strategies for funding higher education could be explored

These alternatives are not mutually exclusive, and a combination of two or more of them would be possible Regardless of the choice, little doubt exists that the Governor and legislators need to consider ways by which to provide adequate support to higher education so that it may fulfill its responsibilities to the State

Taken together, these four actions would assist higher education to plan for the long-run If these actions were taken, our colleges and universities would have a clearer understanding of the State's priorities in general; greater clarity about the expectations for which they are to be accountable, more predictability with respect

to the amount of State resources that they could anticipate in the future, and, greater assurance that they would have sufficient resources with which to operate At present, the Governor and Legislature have not taken these actions -- inactions that, because of their interdependence, undermine higher education's capacity to engage in strategic planning of a collaborative and comprehensive nature involving all postsecondary education sectors Planning and priority setting by the State are essential ingredients for higher education so it may determine the actions that it must take in order to ensure its contribution to the State's future

Actions required of California's public college and university leaders

While the actions required of the State and its elected officials specified above are certainly necessary, higher education must also take action to fulfill its responsibilities to Californians Indeed, our college and university policy makers must commit to rethinking and, when appropriate, developing different ways of educating our students To do so, they must undertake these five activities

1 *Transform the perspective of higher education from functioning in "an era of desirability" to living in "a decade of necessity" by setting priorities in a way that are congruent with the State's expectations* This year, the Commission is focusing on changing the collective mindset of the academic community toward State needs and away from institutional prerogatives Because of the past abundance of resources, a philosophical underpinning of California's colleges and universities has been that they could be "all things to all people" and that each priority, or goal, was of equal importance Higher education's organizational capacity to set priorities was simply inadequate to meet the speed with which it was forced to do so because of the economic free fall of the State Therefore, decisions made in the initial years reflected these inadequacies, as time has passed, our colleges and universities have become more adept at setting priorities and coming to grips with the fact that higher education in this State will probably not be as generously funded as it has been in the past With this realization, our institutions need to hasten development of processes and procedures designed to set priorities among competing departments and programs -- all of which may be, on their own merits, outstanding and deserving of continued and enhanced support

2 *Plan adequately to accomplish the selected priorities* Concomitant with setting priorities -- particularly in tight fiscal times -- is the need to plan in order to accomplish them Again, because of the generosity with which California higher education has been funded in the past, its organizational capacity and experience to engage in long-term strategic planning has largely been untested Moreover, academic governance processes may not readily lend themselves to constructing rigorous planning exercises, particularly those whose purpose may be viewed by some as antagonistic to the campus' missions and goals Nevertheless, the State's higher educational institutions must enhance their capacity to plan for the future rather than to assume that growth, as in the past, will handle all situations

Let us be clear with respect to our comments about the need to develop greater

organizational capacity within higher educational institutions to set priorities and plan As the Commission has noted elsewhere, higher education, like its knowledge base, is largely additive What is now required in setting priorities and planning is, therefore, antithetical to the academic culture and its traditional modes of operation In California, that antithesis has been exacerbated by the fact that few educators have had much experience dealing with shrinking resources because of the previous generosity of the State in supporting higher education Moreover, it is unlikely that any amount of planning and identification of efficiencies could have compensated for budget reductions on so massive a scale as those encountered with breakneck speed over the last three years It is surprising, then, that California higher education has done as well as it has to date in responding to its current situation

While slow initially to comprehend the gravity of the situation facing them, campuses are now responding to the enhanced need to plan and set priorities In a previous section, we discussed the efforts of the University's campuses at restructuring their academic programs and departments State University campuses are engaged in similar activities in an attempt to determine the most effective ways by which to offer educational services The difficulty, but necessity, of continuing these efforts can not be overstated and are absolutely requisite if higher education is to fulfill its responsibilities to Californians

3 *Become more accountable and efficient with institutional resources*· Irrespective of the amount of dollars received, higher education needs to develop greater efficiency in expending those resources -- whether by offering year-round instruction, modifying faculty workload, reducing administrative expenses -- among myriad other actions that it has, or should, consider Moreover, the higher educational enterprise must accelerate its capacity to be accountable for its resources in terms of demonstrating the extent to which its goals are being achieved, particularly in terms of enhanced student learning Again, higher education's responsibility here is directly linked to actions required of the Governor and Legislature whose obligation is to set expectations for higher education Once set, higher education must assess its effectiveness in meeting those expectations

4 *Develop new and innovative structural arrangements and strategies by which to deliver educational services*· In "A Fresh Look at California Higher Education," the Commission staff has proposed some alternatives for restructuring aspects of higher education in the State, including enhancing the degree of collaboration among and between campuses and systems Focusing better the senior year in high school, connecting graduate school enrollment demand to State work force needs, sharing both physical and human resources, reconfiguring educational programs to take maximum advantage of instructional technology, offering degree programs in certain fields that take less time to complete than our current ones, and developing new degree programs that build upon the strengths of neighboring campuses -- particularly in different public systems and with independent institutions -- are among the ideas offered for consideration in "A Fresh Look " Coupled with consideration of these strategies is the need to reconsider if all campuses in a specific system should be comprehensive institutions in terms of academic program offerings While perhaps

desirable and convenient, this issue touches again on the necessity of setting priorities and altering the prevailing mindset from a desire-based perspective to one that considers the most optimal ways of meeting State needs

5 *Develop a willingness and ability for all higher education sectors to enhance collaboration at the policy level* For California's higher educational enterprise -- both public and independent, vocational and academic, locally centered, regionally based, and State-focused -- to be successful in policy discussions at the State level, it must articulate policy initiatives with as much coherence and uniformity as possible Clearly, that lesson was evident in the effectiveness of higher education -- working collaboratively -- in restoring $51 2 million in funding for the Cal Grant Program in the 1993-94 year Lack of movement toward consensus and internecine disagreements among California's higher educational sectors dilute the effectiveness of higher education in the policy arena Rather, higher education must learn to consider the interests of California students in general, not just the needs of those students who attend or may enroll in their particular college, university, or system While more collaborative actions will require compromise on everyone's part, they should result in greater benefits to the State, its students, and higher education in the long-run

Conclusion No one should be naive enough to assume that the specific actions required of higher education will be done easily Changing mindsets and perspectives, building organizational capacity that may run counter to established processes, challenging institutional prerogatives, constructing models of accountability -- all with fewer resources -- are not actions for the timid among us Nor, we should add, are the specific actions we discussed earlier that are required of the State's political leaders easy to undertake Yet, the future of California is critically linked to the taking of these actions by these interdependent parties and, thereby, reaffirming the compact between the State, higher education, and Californians that is embodied in California's Master Plan for Higher Education Those principles are access, affordability, and quality While the specific arrangements by which these principles were discussed in the Master Plan need alteration in order to restabilize higher education under these new circumstances, the principles themselves have served this State well for 33 years, and there is every indication that their validity has stood, and will stand, the test of time

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly Six others represent the major segments of postsecondary education in California Two student members are appointed by the Governor

As of February 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
C Thomas Dean, Long Beach
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
Jeffrey I Marston, San Diego
Guillermo Rodriguez, Jr , San Francisco, *Vice Chair*
Melinda G Wilson, Torrance
Linda J Wong, Los Angeles
Ellen F Wright, Saratoga

Representatives of the segments are

Roy T Brophy, Fair Oaks, appointed by the Regents of the University of California,

Yvonne W Larsen, San Diego appointed by the California State Board of Education,

Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,

Ted J Saenger, San Francisco, appointed by the Trustees of the California State University, and

Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and

vacant, representing the Council for Private Postsecondary and Vocational Education

The two student representatives are

Stephen Lesher, Meadow Vista
Beverly A Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs "

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California By law, its meetings are open to the public Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph D , who is appointed by the Commission

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938, telephone (916) 445-7933 or Calnet 485-7933, FAX (916) 327-4417

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Commission Report 93-23

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938 Recent reports include

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93-13 *Major Gains and Losses, 1986-87 to 1991-92 A Report on Shifts in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities* (June 1993)

93-14 *Fiscal Profiles, 1993 The Third in a Series of Factbooks About the Financing of California Higher Education* (July 1993)

93-15 *Student and Staff Satisfaction with Programs for Students with Disabilities Comments by the California Postsecondary Education Commission on Reports Prepared by California's Public Systems of Higher Education in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987)* (September 1993)

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93-21 *Who Will Take Responsibility for the Future of California Higher Education? A Statement by Clark Kerr to the California Postsecondary Education Commission, October 25, 1993* (October 1993)

93-22 *Creating a Campus for the Twenty-First Century • The California State University and Fort Ord* (October 1993)

93-23 *Restabilizing Higher Education Moderating the Impact on California's College Students and the State's Future from Cutting State Support for Higher Education by $1 4 Billion Over the Past Three Years Report of the Executive Director of the California Postsecondary Education Commission, December 1993* (December 1993)

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